

Summary of Student Feedback Results for Mid Year FY03 (October 1, 2002, to March 31, 2003)

The Research and Evaluation Division (RED) of the Federal Law Enforcement Training Center (FLETC) biannually summarizes the feedback from graduates about four Center basic programs and the associated administrative services. Students who graduated between October 1, 2002, and March 31, 2003, (Mid Year FY03) from the Criminal Investigator Training Program (CITP), the National Park Ranger Integrated (NPRI), the Natural Resources Police Training (NRPT), and the Mixed Basic Police Training Program (MBPTP) were asked 20 questions about their respective training programs and 35 questions about the FLETC administrative services.

This report presents the results and a summary analysis of the Mid Year FY03 Student Feedback System (SFS), but does not attempt to identify the causes of changes in the training programs and administrative services. That activity is left to those who are close enough to the program or service to know what was done differently and how those differences may have affected student attitudes. The report is divided into two major parts: (1) an extensive set of charts and graphs that summarized the descriptive data; and (2) a discussion of insights gleaned from the data. The latter are presented in this section of the report, and includes a computation of the overall ratings, identification of measures that rose above or fell below the targeted baselines, and an analysis of trends that are indicated by significant changes from FY2002 results. Calculations are based on valid responses for each question.

Table 1 illustrates the students' that responded to the overall rating of the training (question 19) and overall ratings for administrative services (question 35). Although students may have been satisfied with the programs overall, a few were less than satisfied with particular areas of individual programs.

Table 1: Summary of Mid Year FY03 Overall Ratings

Title of Program or Service	Net Satisfied	Net Unsatisfied	Total
CITP	98%	2%	1009
MBPTP	100%	0%	256
NPRI	97%	3%	69
NRPT	100%	0%	23
Administrative Services	99%	1%	2483

BASELINE RATINGS AND SIGNIFICANT CHANGES

The FLETC has established SFS baselines based on five years of data. Five years ago, two logical baselines were established to initialize the new reporting process. The first baseline illustrates the Center's commitment to zero tolerance of certain unacceptable behaviors, such as cheating on examinations, student conduct that disrupts learning in the classroom, or offensive or unwelcome sex-based language, conduct, etc. Accordingly, our standard is for a learning and living environment 100% free from such behavior. For all other measures, the baselines were initially set at 80%. These were logical baselines for the satisfaction scales, because 0.2 is the statistical probability for obtaining a negative response due to chance alone. With five consecutive years of data, these baselines will now be used as the FLETC standard in order to promote continuous improvement. Other baselines have been set to reflect current thinking in the art of testing. For example, experts agree that the time allowed for unspeeded (untimed) exams should allow at least 90% of students to complete the tests, otherwise more time should be given.

The analysis of significant changes from FY2002 to Mid Year FY2003 was based upon the Kolmogorov-Smirnov test of statistical significance. This single statistical test assessed both changes in the distribution of responses (e.g., weak to strong degrees of agreement or disagreement) and shifts in the central tendency of the underlying dichotomous variables (overall agreement vs. disagreement, or satisfaction vs. dissatisfaction). The only trends discussed in detail below are those with changes that exceeded the test statistic at the 99% confidence level. At that level, the odds are only 1 in 100 that a change of such a magnitude should be attributed to chance. It should be noted that responses from a question could drop below the 80% baseline but have no statistically significant change from the previous year. The reverse is also true. A question can have a statistically significant change from the previous year yet not be below the baseline. The report makes no attempt to identify causes, but leaves that activity to those who are close enough to the program or service to know what was done differently and how those differences may have affected student attitudes.

PROGRAMS

The charts are divided into eight sections that correspond to key survey categories. Each section includes an analysis of any **significant changes or trends** in the program data, and a report of any **items that fell below the FLETC baseline** standards. A **blue** "up" arrow by the chart indicates a statistically significant increase from FY02 and a **red** "down" arrow indicates a statistically significant decrease from FY02. The 20 questions in the program survey consist of 2 sets of 10 questions. The first 10 questions have 6 answer choices: strongly agree, slightly agree, agree, disagree, slightly disagree, or strongly disagree. The remaining 10 questions have from 2 to 5 answer choices, which range from yes or no, to outstanding, excellent, good, satisfactory, or poor. Other than the overall ratings, and for the purposes of this analysis and report, the responses are grouped simply as agree or disagree, yes or no, or satisfied or unsatisfied.

Faculty Support (Questions 1 & 14) – *Did you receive satisfactory academic counseling (Question 14)*: Seven NPRI students requested counseling, and all were satisfied resulting in a statistically significant increase from FY02.

Program Organization (Questions 2 & 15) – Three programs were above the 80% baseline for question two at Mid Year FY03 reporting; however, NPRI fell slightly below the baseline level. Two programs (CITP and NPRI) fell below the 80% baseline satisfaction level for question 15 at Mid Year FY03 reporting. Details about the individual items are below.

Proper sequence of courses (Question 2): The NPRI fell slightly below the 80% baseline satisfaction level with 54 of the 69 students reporting a 78% satisfaction level.

Overlap of courses (Question 15): Of the 994 CITP students that responded to this question, 631 (63%) agreed there was an overlap in content among courses falling below the 80% satisfaction level. Of the 63 NPRI students that responded to this question, 31 (49%) agreed there was an overlap in content among courses falling below the 80% satisfaction level resulting in a statistically significant decrease from FY02 reporting.

Written Examinations (Questions 8) - Three programs, CITP, NRPT, and NPRI fell below the 80% baseline.

Exam questions were clear and understandable (Question 8): Of the 1008 CITP students responding to this question, 78% reported they were satisfied with the clarity of exam questions causing this to slip slightly below the 80% baseline. Of the 23 NRPT students responding, 17 (74%) agreed that the exam questions were clear and understandable. Of the 69 NPRI students responding, 31 (45%) were satisfied with the clarity of exam questions falling below the 80% baseline level of satisfaction, resulting in a statistically significant decrease from FY02.

Student Conduct (Questions 12 & 13) - Both items in this category have an expected baseline of 100%, that is, no cheating should occur, and student conduct should not interfere with learning in the classroom.

Student conduct interfering with learning in the classroom (Question 13): All programs fell below the 100% baseline on this item. Of the MBPTP, CITP, NPRI, and NRPT students, nearly 20%, 14%, 14%, and 1% respectively, reported that student conduct interfered with learning in the classroom.

Offensive Conduct (Questions 16a & 16b) – Both items in this category have an expected baseline of 100%, that is, no offensive conduct should occur, and the program should be free from offensive and unwelcome sex-biased language and conduct. Because any reports of this behavior are serious, it is important to note that students are encouraged to use formal and informal reporting procedures for observations of, or experiences with, offensive behaviors. All reports are thoroughly investigated and corrective actions are taken when needed. A few students

are disturbed by some approved course content that portrays realistic on-the-job situations or outcomes, and use this feedback item to express their concern. In addition, a single incident may be reported by several students, thus inflating the total number of incidents counted on the feedback forms.

Learning Support (Questions 3, 17, & 18) - Learning difficulty of the program (Question 17): The answer choices for this item are “too difficult,” “about right,” or “too easy.” The MBPTP students (31%) rated their programs as “too difficult” at the FY02 reporting period, but only 18% rated this program “too difficult” for the Mid Year FY03 reporting period.

Rate the reading level of student texts and handout materials (Question 18): All programs remained above the 80% baseline on this item.

ADMINISTRATIVE SERVICES

Of the 35 items in administrative services, only one (*Did you use the Student Center, Question 28*) fell below 80% baseline Mid Year FY03. Of the 1829 students responding to Question 28, 1025 (56%) used the Student Center.

CONCLUSION

Three program feedback questions (14, 17, and 18) experienced a statistically significant increase in satisfaction in Mid Year FY03 and two questions (8 and 15) experienced a statistically significant decrease in satisfaction. One administrative services question (*Promptness of Service in the Dining Hall, Question 5*) experienced a statistically significant increase in satisfaction in Mid Year FY03 and three questions (*Shuttle Bus Service in Inclement Weather Question 8, Shuttle Bus Service (off-center) Question 9, and Did you use the Student Center, Question 28*) experienced a statistically significant decrease in satisfaction.